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ABSTRACT

This survey is based on interviews with 1,846 current public school teachers from kindergarten through grade 12. It examines teachers' agenda for reform in the 1980s and what they think must be done to improve the teaching profession and its relationship with other institutions and the rest of society. In this report: (1) Teachers say what they believe is necessary to strengthen the teaching profession in order to attract and retain quality people; (2) Teachers speak out about the difficulties facing them, including great stress on the job, which cause many teachers to consider leaving teaching; (3) Teachers cite the main reasons why many consider leaving the profession for other occupations, and the main reasons why many stay in teaching; (4) Teachers say how their job stacks up on key criteria when they compare teaching to other occupations; (5) Teachers say what they think business can do to help the teaching profession; (6) Teachers say what they think can be done to strengthen the teaching profession's relations with colleges; and (7) Teachers evaluate the early impact of some of the reforms that already have been enacted and implemented around the country in recent years. The detailed survey methodology is appended along with the survey questionnaire. (JD)

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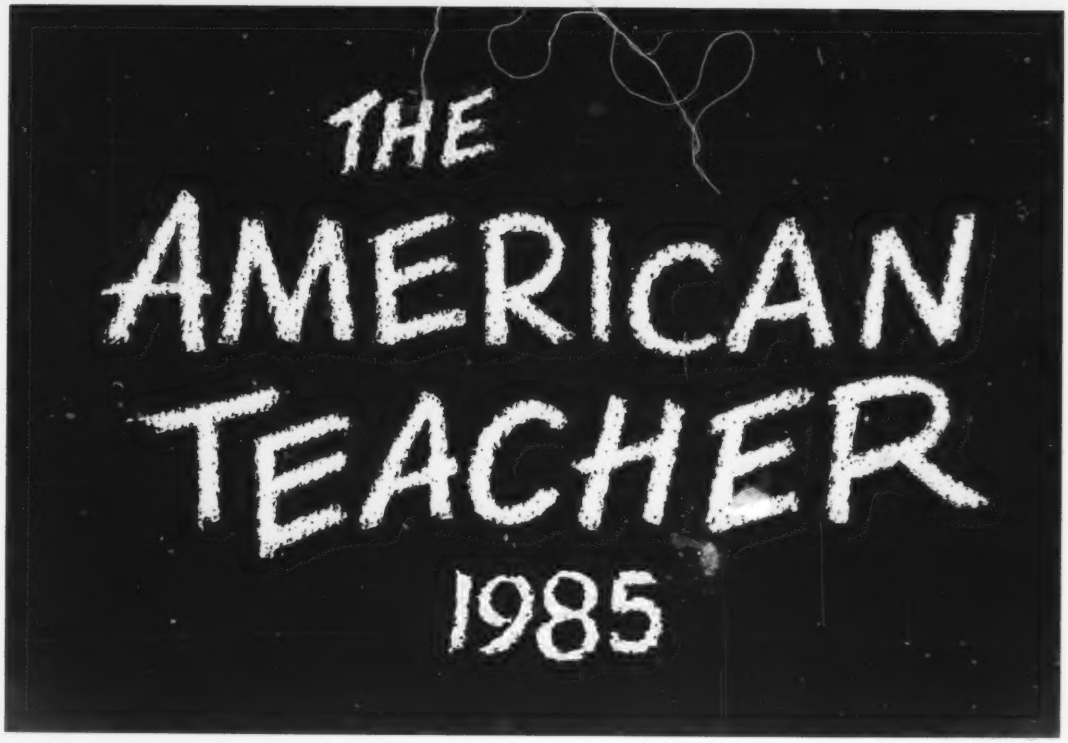

Strengthening The Profession

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Metropolitan Life
AND AFFILIATED COMPANIES

The Metropolitan Life Survey Of

THE AMERICAN TEACHER 1985

Strengthening The Profession

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

Fieldwork:
April-June 1985

Project Staff:
Louis Harris, Chairman
Michael Kagay, Ph.D., Vice President
Stuart Leichenko, Research Associate

FOREWORD FROM METROPOLITAN

One of the most fundamental measures of a society is the quality of its public education. Teachers are the cornerstone of public education. They formulate and deliver the ultimate results of our educational system. They bear much of the challenge and burden and have recently been the subject of much controversy.

Last year, we commissioned the first *Metropolitan Life Survey of the American Teacher* as part of our commitment to public education and the more than 40 million public school students in the United States today. It answers the question "Where can we make a difference?." By providing one of the few thorough, statistically sound surveys of teachers' views on issues facing our educational system, we have added another tool for educators and policymakers all across America.

We are proud in 1985 to continue to help make teachers' views more widely known. Last year's picture of teachers as concerned professionals once again emerges. Teachers recognize that now is the time for teachers and the public to move forward. The teachers' views present us with an agenda for action. From their views come the theme of this year's survey, "Strengthening the Profession," which is particularly relevant today.

The 1985 survey also provides us with an up to date interim report of teachers' views on educational reforms. Without the contribution of teachers, the implementation of many improvements to our education system is impossible. We hope this year's survey is as thought provoking and useful as the last.

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THE AMERICAN TEACHER

INTRODUCTION

This is the second Metropolitan Life Survey of The American Teacher. It represents a continuing commitment to research which will bring teachers' opinions to the attention of the American public and policymakers. Teachers' voices must continue to be heard as part of the ongoing educational debate in this country.

In the past two years, many states have enacted reforms to improve the quality of education and teaching. Some of those reforms improved compensation for some teachers, and others have stiffened requirements on students. At a time when some efforts to improve the quality of education and teaching are being implemented, serious teacher shortages are predicted across the country. Several recent reports suggest that the inability of the educational system to attract and retain teachers is resulting in a less qualified workforce and severe shortages. These shortages are particularly acute in areas such as mathematics and science, but shortages are anticipated across the board. These predictions seem to be predicated on increases in enrollment, a shrinking supply of prospective teachers, and lower retention rates among the more experienced teachers.

The National Institute of Education in its report, *The Condition of Education, 1984*, estimated that by 1992 this country will have 34% fewer teachers than are needed to staff the classrooms. Currently, there are 2.4 million teachers with an anticipated need for 2.6 million by 1992.

The first Metropolitan Life Survey of The American Teacher, released in 1984, measured and analyzed teachers' attitudes about reform. It revealed just how much teachers themselves are open to change and willing to be an integral part of the process of reform itself.

This year's survey goes further. It examines teachers' agenda for reform in the 1980's and what they think must be done to improve the teaching profession and its relationship with other institutions and the rest of society. In this report:

- Teachers say what they believe is necessary to strengthen the teaching profession, in order to attract and retain quality people.
- Teachers speak out about the difficulties facing them, including great stress on the job, which cause many teachers to consider leaving teaching.
- Teachers cite the main reasons why many consider leaving the profession for other occupations, and the main reasons why many stay in teaching.
- Teachers say how their job stacks up on key job criteria when they compare teaching to other occupations.
- Teachers say what they think business can do to help the teaching profession.
- Teachers say what they think can be done to strengthen the teaching profession's relations with colleges.
- And teachers evaluate the early impact of some of the reforms that already have been enacted and implemented around the country in recent years.

This survey is based on interviews with 1,846 current teachers. All interviewing was conducted by telephone between April 25 and June 8, 1985. Every public school teacher from kindergarten through grade 12 had an equal chance of being drawn into the sample. The detailed survey methodology, including information on the statistical reliability of the sample, is provided in Appen-

dix A. Appendix B includes the survey questionnaire.

A parallel survey of former teachers, who have left the profession to work in some other occupation during the past five years, was also conducted. Its results will be issued in a separate report.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

Public Release of the Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Michael R. Kagay, Ph.D., Vice President. He worked under the overall supervision of Louis Harris, Chairman. Stuart Leichenko, Research Associate, assisted in all aspects of the project.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life and Program Planners, Inc., in particular, did a great deal to set and to keep our sights in the right direction. However, responsibility for the findings and for their interpretation rests solely with Louis Harris and Associates.

THE AMERICAN TEACHER

HIGHLIGHTS OF THE SURVEY FINDINGS

This summary provides an overview of the results of the survey. Many findings described in the body of the report do not appear in this summary. Interested readers are urged to examine the body of the report to understand the full findings of this second Metropolitan Life Survey of The American Teacher.

The Impact of Educational Reforms: An Interim Report From the Field

The current wave of educational reform across the country aims to strengthen the educational system and ameliorate problems facing the teaching profession. There have been both student-related and teacher-related reforms so far, including teacher competency exams and compensation reforms such as state-mandated minimums, career ladders, and merit pay; and such student-related reforms as stiffer graduation requirements, student competency exams, and tougher disciplinary rules.

The process of educational reform continues as a legislative priority in many states, even where reforms already have been enacted. This is likely to continue as states undertake full-scale investigations into improving the status of the teaching profession and the quality of education.

The survey findings offer an interim report from the field on what teachers think of the reforms enacted so far in their states.

1. Sixty-three percent of teachers report that educational reforms of the type considered here have been enacted in their state and 49% report that some of the reforms already have been implemented in their own school district.

2. Teachers believe that the reforms as implemented have benefited students more than teachers. In fact, teachers believe that the reforms implemented have had a more negative effect on teachers than on students. But a sizeable minority say that the reforms have not had much effect on either group.

- Forty-two percent say the reforms have had a positive effect on students, compared to only 12% who see a negative effect. An equal proportion (44%) see not much effect at all.
- Thirty-six percent say the reforms will have a positive effect on teachers. But one third (34%) see a negative effect on teachers, and nearly another third (28%) see not much effect yet at all.

3. Teachers in the 23 states which have enacted compensation reforms speak more negatively about the effects of educational reform overall than do teachers in states which have not enacted such reforms.

4. Teachers feel that the reforms as enacted reflect the views of administrators more than those of teachers. Sixty-four percent agree that the reforms enacted reflect administrators' views, while only 24% disagree. In contrast, only 43% of teachers believe that reforms enacted reflect teachers' views, while 49% disagree.

5. One out of three teachers report that their views were sought during the formulation of reforms in their state. Thirty-seven percent feel that their views were sought in some way; 63% feel that their views were not sought. Forty-two percent know at least a colleague who participated in the formulation of reforms, but 58% do not.

6. Beginning teachers appear to have benefited the most from compensation reforms which have been implemented. Twenty-two percent of all teachers and 43% of beginning teachers have benefited from salary increases for all beginning teachers; 19% have benefited from career ladders and other job performance programs; and 4% have benefited from increased pay for teachers in shortage areas.

If Present Trends Continue, The Schools Will Lose Many More Teachers

The American schools system has begun to suffer from shortages of teachers. In the future, teacher shortages may no longer be confined to special subjects like mathematics and science. Shortages may soon threaten public schools in cities, suburbs, and rural areas in every geographic region of the country.

The findings of this year's survey reveal that the schools will lose many more teachers in the near future, unless effective measures are taken to attract talented people into the profession and contain the nationwide exodus from teaching to other occupations.

1. Half of all teachers (51%) currently teaching in American schools say they have seriously considered leaving the profession to enter some other occupation.

2. The great majority of these teachers say they have stayed in teaching because they derive satisfaction from it. Seventy-four percent of teachers who have seriously considered leaving the profession say the main reason why they have stayed is the satisfaction of teaching.

3. Much of this satisfaction derives from their relationship with students. In explaining what they mean by the satisfaction of teaching, 40% of all those who had considered leaving mentioned their teaching relationship with students, and another 23% said they took satisfaction in seeing students grow. Others expressed their satisfaction differently, such as the 27% who simply said that they love to teach.

4. But despite this broad expression of satisfaction, more than one quarter (27%) of all teachers in American schools say they are very or somewhat likely to leave teaching for a different occupation in the next five years. This attrition will sap the strength of a profession already weakened by losses of experienced teachers and a paucity of good people who are studying to become teachers.

5. The main reasons why teachers consider leaving teaching are poor salaries and poor working conditions. Sixty-two percent of those who have considered leaving specifically cite low salaries as the main reason. Another 41% identify such poor working conditions as too much paperwork, too many non-teaching duties, the physical environment at their schools, overcrowding, and long hours. In last year's survey, teachers also citied such reasons as primary causes of dissatisfaction with their jobs.

6. The most serious problem cited by secondary school teachers is a lack of basic skills among students. Eighty percent of secondary school teachers say that a lack of basic skills among students is a serious problem in their

schools. Majorities of secondary school teachers also say that drinking and drug usage by students are serious problems in their schools.

In 1984, teachers also cited student deficiencies, drinking, and drug usage as major problems in their schools—problems which contribute to teachers' frustrations and make an already difficult job even harder.

7. The most serious problem cited by elementary school teachers is overcrowded classes. Forty-nine percent say that overcrowded classes are a serious problem in their school. Teachers also identify overcrowding as one of the elements of poor working conditions which made them consider leaving teaching.

8. Teachers experience greater stress than most Americans. Thirty-six percent of teachers say they experience great stress several days a week or more as a part of their teaching job. By comparison, a recent Harris survey for *Prevention* magazine showed that among all American adults, only 27% experience great stress that often.

9. Stress, poor working conditions, poor salaries, and other problems in schools all influence teachers who consider leaving teaching. The more frequently teachers work under stress, the more likely they are to consider leaving the profession. This is also true for problems such as poor working conditions and low salaries.

10. Teachers want to be respected as professionals, compensated more like professionals, and given working conditions and materials which will allow them to perform as professionals. Over eight in 10 teachers support reforms and changes which would help to achieve this agenda, such as:

- Providing a decent salary;
- Providing more respect for teachers in today's society;
- Teaching students who are more strongly motivated to learn; and
- Providing increased financial support for the school system.

11. Majorities of teachers also believe that the educational system would benefit from having business organize campaigns to build public and legislative support for the schools. This is but one of the many indicators in the survey findings that teachers seek a closer relationship with other institutions in society, to foster the teaching profession by attracting, training, and retaining talented teachers.

12. Teachers' comparisons of their job with other occupations lend further evidence that the historic attractions of the profession—personal satisfaction, summers off, and job security—do not suffice for many as incentives to become a teacher or to remain in teaching.

Majorities of teachers, ranging from 65–69%, believe that personal satisfaction, vacation benefits and job security are better in teaching than in occupations they had considered entering.

But even larger majorities of teachers—between 68% and 81%—say that the equipment one has to work with, professional prestige and, most importantly, salaries are better in other occupations. Also, 57% believe that they would have more control over their work in another occupation.

Conclusion

While it is probably too early to judge the full impact of educational reforms, they seem to be addressing some of the profession's main concerns. Policymakers should recognize that the very real satisfactions of teaching are undermined by dissatisfaction with low salaries, lack of prestige, lack of independence, and inadequate equipment and working conditions. However, there are also many findings which speak of teachers' pride and dedication, and determination to prevail against a host of barriers and problems.

The critical message to be learned from these findings is that of a bleak future for the teaching profession, the foundation of our educational system—unless we make changes which will attract and retain more talented people to teaching, require stringent professional training of them, and allow them to work in an environment and earn a salary fitting of a true profession. The alternative is what is already happening and will continue: an exodus from teaching and a growing shortage of qualified teachers to replace them.

Chapter 1

Teachers View The Present Wave of Reform—An Interim Report From the Field

Educational reform has been spreading rapidly. In two years leading up to 1985, 39 states enacted student-related reforms such as stiffer graduation requirements, curriculum reform, student competency tests, etc. Thirty-nine states (not always the same ones) also enacted teacher-related reforms, such as teacher competency tests, career ladders, merit pay, etc. This chapter provides an interim report from the field on what teachers think about what has been done so far in the way of educational reform.

This chapter also reports teachers' assessments of problems in their schools. Subsequent chapters address causes of and solutions for an anticipated shortage of experienced teachers.

Enactment and Implementation

A majority of American teachers report that educational reform has reached their state. Sixty-three percent of teachers say that educational reforms of some type have been *enacted* in their state. Forty-nine percent say that some of the reforms have already been *implemented* in their own school district (Table 1).

Teachers Assess the Early Impact of Reform

Teachers report that to date the reforms as implemented have had a more positive effect on students than on teachers themselves.

Teachers are quite positive about the reforms when it comes to *students* (Table 2). Forty-two percent see a positive effect on students, compared to only 12% who see a negative effect on students. However, 44% see not much effect yet at all, suggesting that in some areas it may be too soon to judge.

Teachers are divided about the early impact of the reforms on *teachers* (Table 2). Thirty-six percent see the reforms having a positive effect on teachers, while 34% see a negative effect on teachers, and 28% see not much effect yet at all.

Teachers in states with compensation reforms are up to 25 percentage points more negative about the effect of educational reform on teachers than are teachers in other states.

OBSERVATION: A possible cause of disagreement about the effects of reform on teachers to date may be teachers' reactions to such compensation-related reforms as merit pay.

The Extent to Which Teachers Have Personally Benefited

Nineteen percent have so far benefited from programs where teachers' salaries are based partly on new reform plans such as career ladders, or merit pay; 80% say they have not yet personally benefited from such new programs (Table 3). Forty-three percent of teachers with less than five years experi-

ence say they have benefited from salary raises for all beginning teachers. (Six percent of all teachers in the survey are new teachers.) Eighty-seven percent of all teachers have benefited from across-the-board salary increases given to all teachers during the past two years. However, these increases may include collectively bargained raises, as well as raises due to reform of the salary structure itself.

Nearly all teachers report that their annual income from teaching is between $15,000 and $30,000. Thirty-three percent say they make $15,000 to $20,000 a year as teachers, and 46% say they make $20,000 to $30,000 a year. Nine percent of teachers report earning $15,000 or less a year. Eleven percent report earning $30,000 to $40,000 annually as teachers, and 1% report making more than $40,000. Table 1 in Appendix A shows both teachers' salaries and their household income as well as other demographic characteristics of the sample.

The Extent to Which Teachers Have Participated in Formulation of Reform

Thirty-seven percent of teachers say that their views were sought in some way during the formulation of the reforms; but 63% feel that their views were not consulted (Table 4). Forty-two percent of teachers know a colleague who participated in the formulation of reforms, but 58% do not.

Teachers are closely divided as to whether the reforms as enacted *reflect* their views. Forty-three percent say they do reflect their views, while 49% believe they do not. Teachers are much more inclined to believe that the reforms reflect the views of *administrators* in their district. Sixty-four percent agree that they do, while only 24% disagree. (The survey did not examine the extent to which the views of administrators are perceived to be similar to or in conflict with the views of teachers themselves.)

OBSERVATION: Because of the recency of reform, many teachers have not yet seen the full consequences or impact. Much of their knowledge of the reforms to date is based on the formulation, debate, and enactment stage. Because, at that stage, many teachers felt that their views were not fully sought or reflected, their impression of the reforms at this time tends to be mixed.

Teachers Evaluate Problems in Their Schools

Last year's survey showed American teachers to be deeply concerned over several types of problems in the schools. These included uninterested students, overcrowded classes, drinking and drugs. The 1985 survey confirms that such problems continue to be vexing ones. They can be expected to affect teachers' morale and their sense of urgency about the need for reform.

Eighty percent of secondary school teachers judge the number of students who lack basic skills to be serious in their own schools. Sixty-six percent of secondary school teachers judge the amount of drinking by students to be a serious problem, and 58% judge the number of students using drugs to be a serious problem in their school (Table 5).

When elementary school teachers judge the seriousness of six problems that are alleged to exist in the elementary schools, there is no problem which a majority rates as serious. However, a near majority of 49% report that overcrowded classes are a serious problem in their schools.

Teachers in different areas of the country are exposed to such

problems to differing degrees, or at least they reach differing judgments about the severity of the problems they face (Table 6). For instance, secondary school teachers in urban areas judge as particularly serious the number of students lacking basic skills. And elementary school teachers in the West see overcrowded classes as particularly serious.

OBSERVATION: The perceived seriousness of many problems declines with greater years of teaching experience (Table 7). Perhaps this is because those teachers who are particularly troubled or stressed by such problems tend to *exit* the profession as the years go by, leaving behind them a larger proportion of those who are able to tolerate the problems that do exist.

Table 1 *Teachers Who Have Witnessed Educational Reforms*

Q CT-9a,9b

QUESTION: During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?

QUESTION: Have any of these reforms actually been implemented yet in the school district in which you teach?

	Total	Those Working in the 23 States That Have Adopted Compensation Reforms
Base	1846 %	956 %
Enactment of Reforms		
Yes, enacted	63	73
No, not enacted	34	25
Not sure	3	2
Implementation of Reforms		
Yes, implemented	49	60
No, not implemented	14	12
Not sure	1	1
(Not enacted)	(37)	(27)

Note: The 23 states that had adopted teacher *compensation reforms* as of early 1985 include: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Missouri, Nebraska, New Hampshire, North Carolina, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Wisconsin. The compensation reforms include one or more of the following: merit pay, career ladders, across-the-board increases in starting salary for beginning teachers, across-the-board increases in salary for all teachers. Some of these states have not yet funded and implemented these programs.

Table 2

Teachers Evaluate the Effects of Reform

Base: 1023 current teachers reporting implementation of reforms in their district

QUESTION: On the whole, would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *students?*

QUESTION: Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *teachers?*

	CURRENT TEACHERS REPORTING IMPLEMENTATION OF REFORMS IN THEIR DISTRICT		
	Total	Those Working in the 23 States that Have Adopted Compensation Reforms	Those Working in the States that Have Not Adopted Compensation Reforms
Base	1023	665	358
	%	%	%
Effect on Students			
Positive effect	42	36	54
Negative effect	12	16	5
Not much effect	44	46	39
Not sure	1	2	1
Effect on Teachers			
Positive effect	36	30	48
Negative effect	34	43	18
Not much effect	28	26	33
Not sure	2	2	1

Table 3
QC18

Teachers Who Have Benefited from Compensation Reforms

QUESTION: **Here are some reforms that can affect the amount of compensation paid to individual teachers. For each, please tell me whether you personally have benefited from it, or not during the past two years?**

		PERCENT SAYING THEY HAVE PERSONALLY BENEFITED			
Base: 1846		**Total Teachers**	**Beginning Teachers**	**Those Working in the 23 States That Have Adopted Compensation Reforms**	**Those Who Have Received an Award for Teaching**
Across-the-board salary increases for *all* teachers	%	87	77	91	88
Salary increases for all *beginning* teachers	%	22	43	23	19
A program where teachers' salaries are based partly on plans such as career ladders, job differentiation, merit or performance	%	19	18	24	25
Increased pay for teachers who teach in shortage areas such as science, math, and special education	%	4	6	4	4

*Less than 0.5%.

Table 4

Q.C1 9c 9f 9g 9h

Whether Reforms Reflect Teachers' Input and Views

Base: 1275 current teachers reporting enactment of reforms in their state

QUESTION: During the consideration of the reforms, were your own views sought in any way?

QUESTION: Did you, or did any teaching colleague you know, actually participate in the formulation of any reform proposals?

QUESTION: Overall, do the reforms that were enacted reflect the views of you and your teaching colleagues, or not?

QUESTION: Overall, do the reforms that were enacted reflect the views of administrators in your district, or not?

	CURRENT TEACHERS REPORTING ENACTMENT OF REFORMS IN THEIR STATE	
	Total	Those Working in the 23 States That Have Adopted Compensation Reforms
Base	1275	756
	%	%
Views Sought		
Yes, views were sought	37	37
No, views were not sought	63	63
Not sure	*	*
Participation		
Yes, participated	42	40
No, did not participate	58	60
Not sure	1	1
Views Reflected		
Do reflect	43	37
Do not reflect	49	53
Depends (volunteered)	7	8
Not sure	1	1
Administrators' Views Reflected		
Do reflect	64	61
Do not reflect	24	25
Depends (volunteered)	5	5
Not sure	8	8

*Less than 0.5%.

Table 5

Teachers Evaluate Problems in the Schools

QCTS

QUESTION: **Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.**

		Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Applicable	Not Sure
Teachers of Grades 7-12							
Base: 820							
The number of students who lack basic skills	%	30	50	16	4	—	*
The amount of drinking by students	%	27	39	20	13	1	2
The number of students using drugs	%	14	44	29	11	1	1
The number of teenage pregnancies	%	19	30	29	20	2	1
The number of dropouts	%	13	27	34	22	3	1
The number of teenage suicides	%	4	13	33	45	3	1
Teachers of Grades K-6							
Base: 1,124							
Overcrowded classes	%	18	31	29	21	*	—
Inadequate programs for the gifted and talented	%	17	28	27	25	2	*
Inadequate programs for remedial students	%	8	29	35	27	*	*
Inadequate programs for bilingual education	%	13	16	23	26	22	1
Inadequate programs for the handicapped	%	8	19	30	33	9	*
Absenteeism	%	6	22	41	30	*	*

*Less than 0.5%.

Table 6

Q.C13

Teachers Evaluate Problems in the Schools, by Region and by Size of Place

QUESTION: **Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.**

	"VERY SERIOUS" OR "SOMEWHAT SERIOUS"									
		REGION				SIZE OF PLACE				
	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Teachers of Grades 7-12										
Base	820 %	312 %	112 %	136 %	260 %	93 %	102 %	251 %	216 %	156 %
The number of students who lack basic skills	80	81	72	85	83	83	90	76	81	79
The amount of drinking by students	66	59	79	57	69	60	68	71	60	67
The number of students using drugs	58	61	61	54	60	63	66	68	55	49
The number of teenage pregnancies	49	47	40	60	42	57	62	32	54	47
The number of dropouts	40	32	28	50	49	49	48	30	44	36
The number of teenage suicides	18	21	20	14	15	10	30	21	10	21
Teachers of Grades K-6										
Base	1124 %	395 %	156 %	209 %	364 %	182 %	134 %	300 %	284 %	220 %
Overcrowded classes	49	44	44	52	62	60	44	50	48	50
Inadequate programs for the gifted and talented	45	41	49	43	46	47	39	37	46	56
Inadequate programs for remedial students	37	30	33	38	50	51	51	37	29	36
Inadequate programs for bilingual education	29	27	27	28	35	38	21	28	26	31
Inadequate programs for the handicapped	27	30	23	29	25	36	30	18	26	32
Absenteeism	28	30	22	29	30	42	31	18	26	31

Table 7
QCT3

Teachers Evaluate Problems in the Schools, by Type of School, and by Experience

QUESTION: **Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach.**

	"VERY SERIOUS" OR "SOMEWHAT SERIOUS"					
		TYPE OF SCHOOL		EXPERIENCE		
	Total Teachers	Junior High School	High School	Less Than 10 years	10 to 19 Years	20 Years or More
Teachers of Grades 7-12						
Base	820 %	407 %	453 %	137 %	399 %	284 %
The number of students who lack basic skills	80	80	80	82	84	73
The amount of drinking by students	65	51	81	73	62	66
The number of students using drugs	59	50	67	58	60	56
The number of teenage pregnancies	48	37	59	55	48	44
The number of dropouts	39	30	50	46	38	35
The number of teenage suicides	18	18	18	21	19	13
Teachers of Grades K-6						
Base	1124 %	—	—	224 %	547 %	351 %
Overcrowded classes	50	—	—	55	52	40
Inadequate programs for the gifted and talented	45	—	—	47	45	46
Inadequate programs for remedial students	37	—	—	41	38	31
Inadequate programs for bilingual education	29	—	—	34	26	31
Inadequate programs for the handicapped	27	—	—	26	29	24
Absenteeism	28	—	—	35	30	18

CHAPTER 2:

Possible Steps to Retain Good Teachers

In coming years teacher shortages may no longer be confined to specialties such as mathematics and science or to limited localities such as inner-city areas. The problem of teacher shortages is growing and may become even more widespread unless measures are taken to retain good current teachers, as well as to attract talented new teachers in greater numbers.

Teachers have an agenda for retaining good teachers. There are no serious disagreements on the agenda for reform. When teachers canvass the large variety of policy changes that have been suggested to help *retain* good teachers, a large majority agree on which proposed solutions will help the most. The top rated solutions elicit a virtual consensus about the steps which teachers believe must be taken in order to retain good teachers.

Over 8 in 10 teachers think these steps or changes would help a lot: providing a decent salary; providing more respect for teachers in today's society; having students who are more strongly motivated to learn; and providing increased financial support for the school systems (Table 8).

It should be noted that *all* twelve steps receive majority endorsement. At least 55% think that each would "help a lot" to keep good people in teaching. Some of the steps are more popular than others, some may be more realistic or feasible than others, and they also vary in their cost implications. But *all* twelve of them would be well received by present teachers.

OBSERVATION: Teachers want to be treated as professionals, compensated more like professionals, and given working conditions and materials that will let them perform as professionals. Many of these same themes came through clearly in last year's survey as well, and their continuing importance is confirmed.

Table 8 *Teachers Rate Possible Steps To Retain Good Teachers*

Q 4 / 5

QUESTION: **I will now read some steps that might be taken to encourage good teachers to *remain* in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in *keeping* good people in teaching.**

		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Base: 1846					
Providing a decent salary	%	94	6	*	*
Providing more respect for teachers in today's society	%	90	9	1	*
Having students who are more strongly motivated to learn	%	85	13	1	1
Providing increased financial support for the school system	%	84	15	1	*
Providing smaller class size	%	79	20	1	*
Reducing any unnecessary rules and requirements that waste teachers' time	%	72	25	2	*
Providing better tools and supplies teachers need to do their job	%	69	29	2	*
Reducing the time teachers need to spend on discipline	%	69	27	3	*
Reducing the time teachers need to spend on administrative tasks	%	68	30	2	*
Providing more independence to organize classes the way teachers think they should be	%	59	38	2	*
Having more parent involvement with the schools	%	56	39	5	*
Providing a closer match between student needs and teacher capabilities	%	55	39	5	1

*Less than 0.5%.

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CHAPTER 3:

Attracting Good People Into Teaching

Teachers clearly identify those steps which they think would help the most to attract good people into the profession (Table 9). Five proposals are judged by at least 50% as likely to "help a lot." Making starting salaries more competitive is by far the most popular reform. Seventy-nine percent of teachers believe that providing compensation to beginning teachers comparable to that in other professions which require similar training could attract good people into the profession. Others include: reducing the amount of time teachers spend in non-teaching duties; paying teachers partly according to their qualifications; providing advanced study sabbaticals; and providing time for teachers to discuss their needs and problems with other teachers.

Teachers also are clear in distinguishing which steps would be the least helpful: allowing school districts to hire talented people who are not certified teachers, and the idea of "merit pay" based on evaluation of performance are the two proposals that rank last. "Merit pay" is the only reform out of 31 studied that prompts 50% of teachers to say it "would not help at all."

Last year the 1984 Metropolitan Life Survey of The American Teacher also found that teachers downrated merit pay and the hiring of people outside the profession. However, that survey also showed that teachers think the concept of merit pay *could* work if only there were an objective standard on which a teacher's individual merit could be judged.

OBSERVATION: A pattern emerges which links together teachers' attitudes about these various reforms. Teachers support with particular enthusiasm those reforms that would serve to increase the *professionalism* of teaching. And they tend to disapprove of proposals that might be construed as diminishing or denigrating the professionalism of teachers. This is the key to understanding teachers' perspectives on these proposals.

Table 9

Teachers Rate Possible Steps To Attract Good Teachers

Q C16

QUESTION: **I will now mention some reforms that might be adopted to attract good people into teaching. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to attract good teachers.**

		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Base: 1846					
Steps Thought to "Help a Lot" by Half or More					
Providing compensation to beginning teachers comparable to other professions that require similar training	%	79	19	1	1
Reducing the amount of time teachers spend in non-teaching duties	%	74	23	3	*
Paying teachers partly according to their *qualifications*, such as education training, and experience	%	65	31	4	1
Providing advanced study sabbaticals for teachers to enhance their professional development	%	58	39	2	*
Providing time for teachers to discuss their needs and problems with other teachers	%	50	43	7	*
Steps Thought to "Help a Lot" by Fewer Than Half					
Establishing minimum national standards for certifying all new teachers	%	35	44	21	1
Requiring new teachers before certification to pass rigorous examinations comparable to other licensed professionals	%	34	44	21	1
Paying teachers partly according to the *specific jobs* they hold, such as apprentice teacher or master teacher	%	34	45	19	2
Offering teachers a 12-month contract with pay and duties for the full year	%	24	38	36	1
Allowing school districts to hire talented people who are not certified teachers	%	12	43	43	2
Paying teachers partly according to their *performance on evaluation or tests*, sometimes called "merit pay"	%	13	36	50	1

*Less than 0.5%.

CHAPTER 4:

Preparing The Next Generation Of Teachers

Teachers state clearly those steps which they think will help most to *produce* good teachers in the future (Table 10). Half or more think these steps will help a lot: upgrading accreditation standards for teacher training programs at college; upgrading admission standards for students entering teacher training programs; requiring new teachers to serve a supervised apprenticeship or internship before being certified; and placing more emphasis during teacher training on teaching skills, rather than subject skills.

Teachers are also clear about the steps that they think will prove least helpful. Fewer than 30% believe that requiring all teachers to earn a bachelor's degree in an academic subject plus a master's in education, or placing more emphasis on subject skills (rather than teaching skills) during teacher training will help a lot to produce good teachers in the future.

OBSERVATION: In last year's survey teachers felt that the education they were receiving was not preparing them well for the classroom. It would seem that, in the future, the training of teachers should focus in particular on upgrading teaching skills.

Table 10

Teachers Rate Possible Steps To Produce Good Teachers

QUESTION: **I will now mention some reforms that might be adopted to produce high quality teachers in the future. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to produce high quality teachers.**

		Help a Lot	Help a Little	Would Not Help at All	Not Sure
Base: 1846					
Steps Thought to "Help a Lot" by Half or More					
Upgrading *accreditation standards* for teacher training programs at college	%	72	25	3	1
Upgrading *admission standards* for students entering teacher training programs at college	%	65	29	6	*
Requiring new teachers to serve a supervised apprenticeship or internship before being certified	%	62	30	8	*
Placing more emphasis on *teaching* skills, rather than subject skills during teacher training	%	50	36	12	1
Steps Thought to "Help a Lot" by Fewer Than Half					
Enabling local school officials to recruit new teachers more aggressively at college	%	36	47	15	1
Making the school district responsible for training new teachers after they finish their formal education	%	36	40	23	1
Placing more emphasis on *subject* skills, rather than teaching skills during teacher training	%	29	45	25	1
Requiring all teachers to earn a bachelor's degree in an academic subject *plus* a master's degree in education	%	28	41	30	*

*Less than 0.5%.

CHAPTER 5:

Strengthening Relations Between Schools, Business, and Higher Education

Teachers show a desire to get others outside the school system more involved in closer partnership with the schools.

Relations With Business

Teachers see positive effects coming from having business more actively involved with education and the schools (Table 11). By very large majorities, they endorse businesses organizing information campaigns to build public support for the schools, businesses organizing campaigns to build legislative support for the schools, and businesses providing assistance to schools for equipment, curriculum, and teacher training. Teachers reacted positively to these activities whether or not their school already had such a program.

Relations With Colleges

Teachers also see positive effects from having colleges more involved with the schools (Table 11). By overwhelming majorities, they endorse colleges offering advanced courses to teachers in their own subject specialties, colleges opening courses to bright high school students, and colleges sponsoring seminars for in-service training of teachers.

Table 11
Q C10

Teachers Evaluate the Relation of Business and of Colleges to the Schools

QUESTION: Now I am going to read you some suggestions for improving relations between schools and other institutions. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat positive effect, or a strongly negative effect on education in general.

		Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect at All (Volunteered)	Not Sure
Base: 1846							
Business Relations							
Businesses organizing information campaigns to build *public* support for the schools	%	53	41	4	1	*	*
Businesses providing assistance for equipment, curriculum, and teacher training	%	50	43	5	1	*	1
Businesses organizing campaigns to build *legislative* support for the schools	%	51	40	8	1	*	*
Business and school partnerships, such as "adopt-a-school" programs	%	38	51	6	1	1	3
Businesses providing to teachers experience in business and industry	%	28	63	7	1	1	1
College Relations							
Colleges offering advanced courses to teachers in their own subject specialties	%	66	32	1	*	*	*
Colleges opening certain courses to particularly bright high school students	%	58	38	2	*	1	*
Colleges sponsoring seminars for teachers' in-service training	%	53	43	3	1	1	*
Colleges placing liberal arts undergraduates in internships in the public schools	%	32	52	13	2	1	1

*Less than 0.5%.

CHAPTER 6:

Why Teachers Think About Leaving

Teachers Who Think About Leaving

Half of all teachers currently teaching in American schools (51%) have at some time seriously considered leaving the profession to go into some other occupation. And over one-quarter (27%) say that within the next five years they are likely to leaving teaching for some different occupation. Table 12 presents these survey findings.

Teachers who think about leaving are widely spread throughout the profession and across the country. They are to be found in *all* areas of the nation, in *all* types of schools, and at *all* levels of teaching experience.

However, certain categories of teachers are particularly likely to have contemplated leaving in the past or to anticipate leaving in the future. Secondary school teachers are more likely to do so than elementary school teachers. Male teachers are more likely to do so than are female teachers (Table 13). Inner-city and urban teachers are more likely to do so than those outside urban areas (Table 14). Teachers who hold a second job are also more likely to consider leaving (Table 15).

Chief Reasons Why Teachers Consider Leaving

Inadequate salary and poor working conditions dominate the list of reasons why teachers consider leaving teaching (Table 16). Sixty-two percent cite inadequate salary as the main reason that caused them to consider leaving. Working conditions rank as the second most important motivating factor, with 41% citing as their main reason for thinking about leaving such conditions as too much paperwork, too many non-teaching duties, overcrowding, and long hours.

Student-related factors rank next in importance: 31% of teachers who considered leaving point to such factors as lack of student discipline and lack of student motivation. Twenty-one percent alone cite discipline. This confirms the importance of this problem, which also registered as a matter of serious concern in last year's survey.

Administration-related reasons are not far behind: 25% cite such reasons as lack of administrative support (14%) and dissatisfaction with administrators (8%) as their main motivation. Lack of respect is mentioned by another 25% as their chief reason for considering another occupation. Emotional aspects such as boredom, stress, frustration, and burnout are mentioned by 22%. (Thirteen percent alone cite boredom with school routine.) Parent-related and community-related factors, such as lack of support, are mentioned by 21% of teachers who considered leaving. And 27% cite themes such as no chance for advancement, or the availability of an opportunity to do something else.

Table 16 presents in detail the reasons offered by current teachers for thinking about leaving. (Figures add to more than 100% because teachers were free to offer more than one important reason.) Men and women cite slightly different reasons. Men who consider leaving are more likely to mention salary, whereas women who consider leaving are relatively more likely to mention working conditions.

OBSERVATION: In citing low salary and poor working conditions as the dominant reasons why teachers consider leaving, teachers are demanding a level of compensation and the kind of working environment they think is necessary for *professionals* to do their jobs properly. These paramount themes also came through clearly in last year's survey, which used somewhat different questions and did not directly link them to leaving the profession.

Table 12
QUEST 46

Teachers Who Think About Leaving the Profession

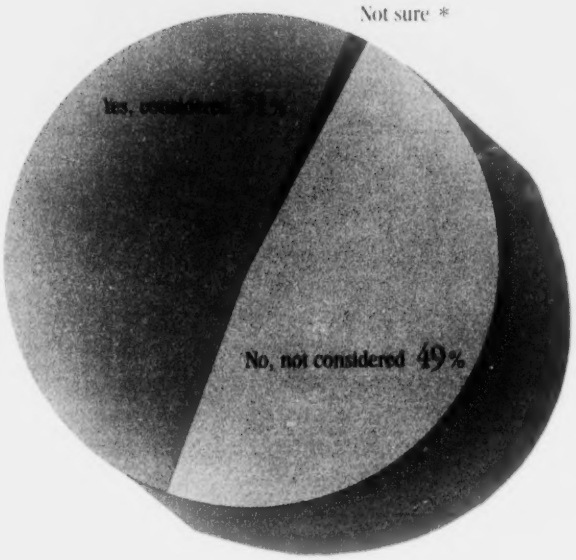
QUESTION: Have you ever seriously considered *leaving* teaching to go inot some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

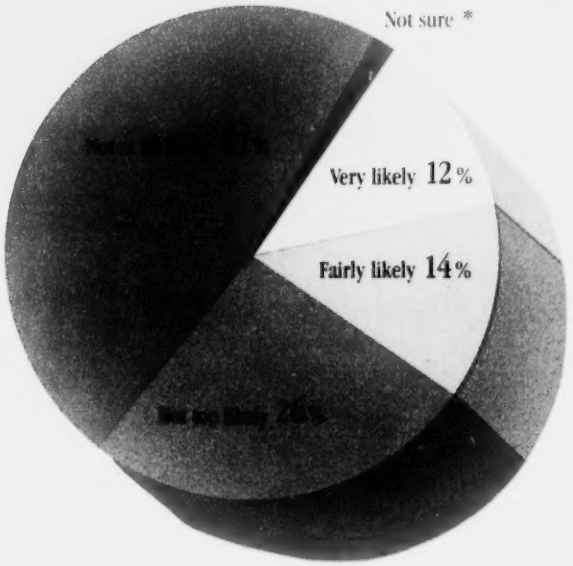
Total Teachers

1846

Ever Seriously Considered Leaving



Likely to Leave Within Next 5 Years



*Less than 0.5%.

Table 13

Who Thinks About Leaving Teaching, by Type of School, by Experience, and by Sex

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		TYPE OF SCHOOL			EXPERIENCE				SEX	
	Total Teachers	Elementary	Junior High	High School	Less Than 5 Years	5-9 Years	10-19 Years	20 Years or More	Male	Female
Base	1846 %	1124 %	407 %	453 %	88 %	252 %	894 %	610 %	591 %	1255 %
Ever Seriously Considered Leaving										
Yes, considered	51	46	59	60	38	57	54	46	67	45
No, not considered	49	54	41	40	62	43	46	54	32	55
Not sure	*	*	*	—	—	1	*	*	*	*
Likely to Leave Within Next 5 Years										
Very likely	12	11	15	15	10	13	8	20	17	10
Fairly likely	14	13	17	14	9	16	17	10	16	13
Not too likely	26	25	26	32	29	35	29	17	30	25
Not at all likely	47	50	42	39	50	36	45	53	36	51
Not sure	*	1	—	*	2	—	*	1	—	1

Table 1-4
Q C I I I 6

Who Thinks About Leaving Teaching, by Region, and by Size of Place

QUESTION: **Have you ever seriously considered *leaving* teaching to go into some other occupation?**

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?**

		REGION				SIZE OF PLACE				
	Total Teachers	East	Midwest	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846 %	676 %	254 %	325 %	591 %	264 %	231 %	528 %	478 %	340 %
Ever Seriously Consider Leaving										
Yes, considered	51	52	46	52	56	56	53	51	50	50
No, not considered	49	48	54	47	44	44	47	49	50	49
Not sure	*	*	—	*	*	1	—	*	—	*
Likely to Leave Within Next 5 Years										
Very likely	12	13	10	13	15	17	16	13	12	9
Fairly likely	14	15	12	16	14	19	20	12	13	13
Not too likely	26	29	27	24	27	20	24	27	27	29
Not at all likely	47	43	50	48	44	45	40	47	48	48
Not sure	*	*	1	—	1	*	—	1	*	1

*Less than 0.5%.

Table 15

Who Thinks About Leaving Teaching By Work at Second Job, Other Job Options Initially, Fields of Training, and Award for Teaching

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		SECOND JOB IN PAST YEAR		OTHER JOB OPTIONS WHEN ENTERED TEACHING		FIELDS OF FORMAL TRAINING		AWARD FOR TEACHING	
	Total Teachers	Worked at Second Job	No Second Job	Had Other Job Options	Did Not Have	All Training in Education	Some Training in Other Field	Received Award	Not Received
Base	1846	515	1331	517	1322	1029	808	732	1111
	%	%	%	%	%	%	%	%	%
Ever Seriously Considered Leaving									
Yes, considered	51	68	45	63	47	48	57	55	49
No, not considered	49	32	55	37	53	52	43	45	51
Not sure	*	*	*	*	*	*	*	*	*
Likely to Leave Within Next 5 Years									
Very likely	12	21	9	15	12	12	13	15	11
Fairly likely	14	16	14	18	13	14	15	14	14
Not too likely	26	29	25	28	26	25	29	27	26
Not at all likely	47	33	52	38	50	48	43	44	48
Not sure	*	*	1	*	*	*	*	*	1

*Less than 0.5%.

Table 16 *What Makes Teachers Think About Leaving*

QC12

Base: 985 current teachers who seriously considered leaving

QUESTION: What were the main things that made you consider *leaving* teaching? Anything else?

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING		
	Total	Men	Women
Base	985	387	598
	%	%	%
Inadequate, Low Salary	**62**	**77**	**53**
Working Conditions (net total)	**41**	**31**	**48**
Paperwork	12	5	17
Non-teaching duties	12	10	14
School environment, physical aspects	8	7	9
Overcrowding, class size	8	5	10
Long hours	5	4	6
Lack of input, independence, freedom	5	5	5
Workload	4	3	4
Lack of supplies, materials	3	3	3
Inadequate time for planning	1	1	2
All other working conditions	21	19	23
Student-Related (net total)	**31**	**32**	**31**
Lack of discipline by students	21	19	23
Lack of motivation by students	11	13	10
General attitudes of students	3	2	4
Changes in lifestyles	—	—	—
All other student-related	2	2	2
Administration-Related (net total)	**25**	**24**	**25**
Lack of administrative support	14	11	15
Dissatisfaction with administration	8	10	7
Incompetent administration	3	3	3
All other administration-related	1	1	2

Table 16 *(Continued)* *What Makes Teachers Think About Leaving*

Q C1-12

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING		
	Total	Men	Women
Base	985	387	598
	%	%	%
Lack of Respect (net total)	**25**	**22**	**27**
Society's attitude toward teaching	7	5	8
Lack of respect from students	6	5	7
Lack of respect in community	5	4	6
Low status, prestige	4	6	3
Lack of respect in general	4	4	4
Lack of respect from parents	3	3	2
Not considered a professional	3	3	2
All other lack of respect-related	—	—	—
Emotional Aspects (net total)	**22**	**20**	**23**
Routine, boredom	13	10	14
Stress	8	7	9
Frustration	5	5	5
Lack of fulfillment	4	5	4
Burnout	4	3	5
All other emotional-related	1	1	1
Parent and Community-Related (net total)	**21**	**16**	**24**
Lack of parent support	18	12	22
Lack of community support	2	3	2
All other parent- and community-related	2	1	2
Miscellaneous			
Opportunity to do something else	7	6	7
No chance of advancement	5	6	5
Lack of school funds, budget	3	2	4
Teacher testing	2	1	3
New laws, reforms	2	2	3
Better benefits elsewhere	1	2	1
Dissatisfaction with colleagues	1	1	2
All other reasons mentioned	6	4	7

*Less than 0.5%.

Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended question. "Net" figures show the total giving at least one answer within a major grouping of answers.

CHAPTER 7:

Teachers and Job Stress

Teaching is a stressful occupation. Thirty-six percent of current teachers report that they experience great stress several days a week or more as part of their teaching job (Table 17). By comparison, a recent Harris survey for *Prevention* magazine showed that among American adults as a whole, only 27% experience great stress that often.

The degree to which teachers experience stress has an impact on considerations of staying in teaching or leaving the profession (Table 18). Teachers who report great stress several times a week or more as part of their job are 24 percentage points more likely to have seriously considered leaving than are those teachers who experience great stress once a week or less. And they are 14 percentage points more likely to think they might leave in the next five years.

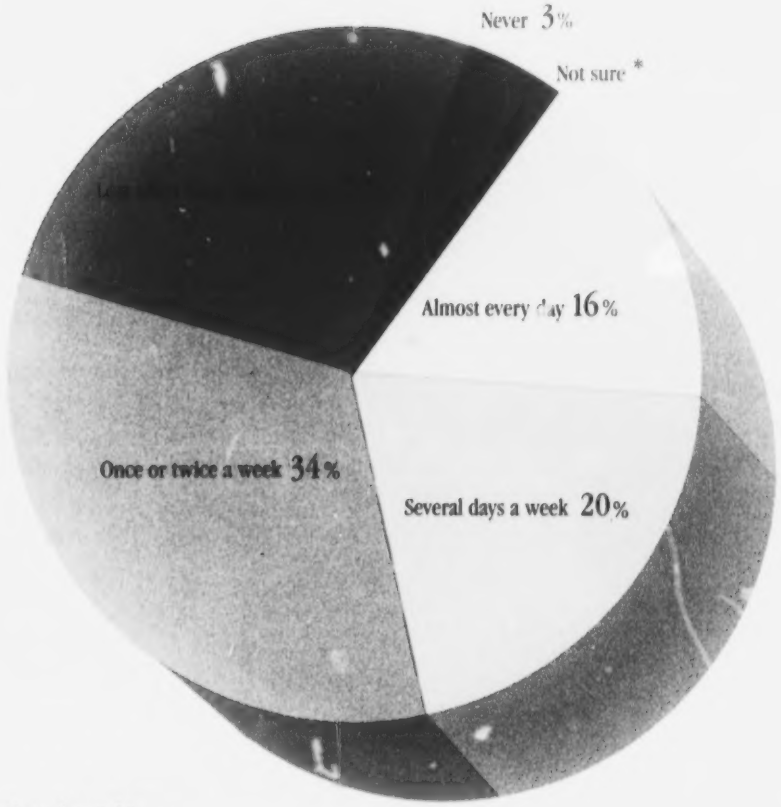
The experience of stress is very widely shared by all categories of the teachers examined in this study (Tables 19 and 20). No category of teacher stands out as being much more highly stressed than others. Rather, there are highly stressed individuals within all categories of teachers.

Teachers who experience stress almost every day report spending a few more weekly hours than teachers who seldom experience stress, on all school-related responsibilities and on paperwork not directly related to teaching students. Teachers who experience stress at least several days a week spend an average of 52 hours on school-related responsibilities—3 hours more than teachers who seldom experience stress. Those who experience frequent stress also spend 4 hours more each week on paperwork not related to teaching students (Table 22).

Table 17 *Teachers and Job Stress*

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

Total Teachers
1846



*Less than 0.5%.

Table 18
Q.C.11.16

Teachers Who Think About Leaving Teaching, by Frequency of Job Stress

QUESTION: **Have you ever seriously considered *leaving* teaching to go into some other occupation?**

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?**

		FREQUENCY OF FEELING UNDER GREAT JOB STRESS		
	Total Teachers	Several Times a Week or More	Once or Twice a Week	Less Than Once a Week or Never
Base	1846	700	618	526
	%	%	%	%
Ever Seriously Considered Leaving				
Yes, considered	51	63	49	39
No, not considered	49	37	51	61
Not sure	*	*	*	—
Likely to Leave Within Next 5 Years				
Very likely	12	16	11	9
Fairly likely	14	18	13	11
Not too likely	26	28	26	25
Not at all likely	47	38	49	55
Not sure	*	*	*	*

*Less than 0.5%.

Table 19

Teachers and Job Stress, by Type of School, and by Experience

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

		TYPE OF SCHOOL			EXPERIENCE		
	Total Teachers	Elementary School	Junior High School	High School	Less Than 10 Years	10 to 19 Years	20 Years or More
Base	1846	1124	407	453	340	894	610
	%	%	%	%	%	%	%
Almost every day	16	15	15	16	14	14	19
Several days a week	20	20	24	18	17	24	18
Once or twice a week	34	34	30	36	34	36	30
Less often than once a week	27	28	29	28	32	24	30
Never	3	2	3	2	2	2	4
Not sure	*	*	—	*	—	—	*

Table 20

Teachers and Job Stress, by Region and by Size of Place

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

		REGION				SIZE OF PLACE				
	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846	676	254	325	591	264	231	528	478	340
	%	%	%	%	%	%	%	%	%	%
Almost every day	16	17	15	18	13	17	15	17	15	16
Several days a week	20	19	22	21	20	22	24	20	18	21
Once or twice a week	34	36	30	35	35	36	39	35	36	27
Less often than once a week	27	26	31	24	29	21	18	25	29	34
Never	3	3	3	2	3	4	3	2	3	2
Not sure	*	—	—	—	*	—	—	*	—	—

*Less than 0.5%.

Table 21

Teachers and Job Stress, by Seriousness of a Top Problem in Their School

QUESTION: **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

		ELEMENTARY TEACHERS SAYING THAT OVERCROWDED CLASSES IS			SECONDARY TEACHERS SAYING THAT THE NUMBER OF STUDENTS LACKING BASIC SKILLS IS		
	Total Teachers	Very Serious Problem	Somewhat Serious Problem	Not Very, Not at All Serious Problem	Very Serious Problem	Somewhat Serious Problem	Not Very, Not at All Serious Problem
Base	1846 %	253 %	350 %	520 %	276 %	390 %	153 %
Almost every day	16	23	16	12	21	12	17
Several days a week	20	18	20	20	21	22	18
Once or twice a week	34	36	35	33	30	35	29
Less often than once a week	27	21	26	32	26	28	33
Never	3	1	3	3	2	3	2
Not sure	*	—	*	—	*	—	—

*Less than 0.5%.

Table 22 *Teachers' Workload and Job Stress*

Q C11a C11b

QUESTION: **In an average week, how many hours do you spend, in total, on school-related responsibilities—including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?**

QUESTION: **Of the total hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks *not* directly related to teaching students in your classes?**

		FREQUENCY OF JOB STRESS		
	Total Teachers	Several Times a Week	Once or Twice a Week	Less Than Once a Week
Base	1846	700	618	526
Total School-Related Work Hours Per Week				
Mean hours:	51 hours	52	51	49
Paperwork Hours				
Mean hours:	13 hours	15	13	11
Paperwork as Percentage of Total				
Mean %:	24%	27%	24%	21%

CHAPTER 8:

Teachers Rate Aspects of Their Teaching Environment

A good teaching environment is essential for teachers to do their job successfully. Teachers have no trouble distinguishing those aspects of their teaching environment which they consider better-than-adequate from those which they find less-than-adequate (Table 23). And teachers' feelings about the adequacy of that environment have a clear impact on considerations of staying in teaching or leaving the profession (Table 24).

Aspects judged most adequate tend to be traditional and basic in any school: textbooks, library materials, and administrative support. Aspects judged least adequate tend to be somewhat specialized or less traditional: language labs, science labs, and teachers' aides and assistants.

Table 24 shows a composite rating of the ten aspects of the teaching environment studied in this survey. The composite measure of adequacy takes into account all ten aspects at the same time, and discounts any that do not apply to a particular teacher. Those who, on balance, rate their environment least adequate are 23 percentage points more likely to say that they have seriously considered leaving the profession. And they are 14 percentage points more likely to think they will leave in the next five years. One way that the teaching environment impacts on the likelihood of leaving is via increasing stress. Teachers with the least adequate environment report great stress somewhat more frequently.

Some areas of the country are more likely than others to enjoy a favorable teaching environment (Tables 25 and 26). Teachers in suburban schools are likely to report a more adequate environment, while teachers in inner city schools are likely to report a less adequate environment. Teachers in the West report a somewhat less adequate teaching environment than do those in other regions of the country. However, teachers in the 17 states with the highest per pupil expenditures on education are not very different in their judgments from those teachers in the lower spending states. But, on a more local level, teachers in school districts that have above average wealth within their state are significantly more likely to judge favorably the teaching environment available there.

Teachers' Responsibilities Versus Others' Responsibility

In dealing with other professionals within the educational system, teachers reserve no educational function entirely to themselves. Nor do they delegate any educational function entirely to other professionals. Rather they see almost every educational function as a joint responsibility of teachers and of others within the school system (Table 27).

The tasks that teachers most strongly reserve to themselves are pedagogical ones: instructing students and selecting textbooks. But even in this critical area, large numbers of teachers believe there should be a joint sharing of responsibility with others within the school system.

Tasks in which teachers most strongly want to involve others include counseling students on health and counseling students on careers. But here, too, they see a joint sharing of responsibility, not a delegation of responsibility.

OBSERVATION: American teachers are not rigid, defensive, or exclusionary as they view their professional turf. Rather, their commitment to better education for students makes them willing to share responsibilities with other professionals inside the school system. Such a set of attitudes represents a favorable foundation for the success of many of the policy changes and reforms examined in this study.

Table 23 *Teachers Rate Aspects of Their Teaching Environment*

QC11

QUESTION: **First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.**

Base: 1846		Better Than Adequate	Adequate	Less Than Adequate	Not Applicable (Volunteered)	Not Sure
Textbooks and instructional material	%	35	55	10	*	*
Administrative support	%	36	45	18	—	*
Library materials	%	32	49	19	*	*
Computer hardware and software	%	29	38	29	2	2
People responsible for discipline	%	22	53	25	1	*
People responsible for truancy	%	14	48	33	4	1
Guidance counselors	%	15	38	38	9	1
Teacher's aides and assistants	%	18	34	43	5	*
Laboratories for language	%	7	35	40	15	2
Laboratories for science	%	7	30	48	13	2

*Less than 0.5%.

Table 24

Q C I I I 16

Teachers Think About Leaving Teaching, by Adequacy of the Teaching Environment

QUESTION: **Have you ever seriously considered *leaving* teaching to go into some other occupation?**

QUESTION: **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?**

		ADEQUACY OF THE TEACHING ENVIRONMENT		
	Total Teachers	Most Adequate	Mixed Level	Least Adequate
Base	1846 %	368 %	731 %	747 %
Ever Seriously Considered Leaving				
Yes, considered	51	39	48	62
No, not considered	49	61	52	38
Not sure	*	*	*	*
Likely to Leave Within Next 5 Years				
Very likely	12	10	11	15
Fairly likely	14	9	13	18
Not too likely	26	25	27	26
Not at all likely	47	55	48	40
Not sure	*	1	*	*

*Less than 0.5%.

Note: Reported adequacy is based on the combined responses to the 10 items in Q 1

Table 25
Q.11

Teachers Rate Adequacy of the Teaching Environment, by Type of School, and by Size of Place

		TYPE OF SCHOOL			SIZE OF PLACE				
	Total Teachers	Elementary	Junior High	High School	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846 %	1124 %	407 %	453 %	264 %	231 %	528 %	478 %	340 %
Reporting the **most adequate** teaching environment	21	23	21	19	19	19	31	19	16
Reporting **medium or mixed** teaching environment	40	40	42	39	31	36	42	42	41
Reporting the **least adequate** teaching environment	39	37	37	42	50	45	28	38	43

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1

Table 26
Q.11

Teachers Rate Adequacy of the Teaching Environment, by Region, by State Spending, by Wealth of District

		REGION				STATE SPENDING PER ADA PUPIL		WEALTH OF SCHOOL DISTRICT WITHIN STATE		
	Total Teachers	East	Mid-west	South	West	Top 17 States	Rest of States	Above Average	Average	Below Average
Base	1846 %	676 %	254 %	325 %	591 %	761 %	1085 %	381 %	736 %	702 %
Reporting the **most adequate** teaching environment	21	23	24	22	14	24	20	35	23	11
Reporting **medium or mixed** teaching environment	40	39	44	38	39	39	41	39	43	37
Reporting the **least adequate** teaching environment	39	38	32	40	47	37	39	26	34	52

Note: Reported adequacy is based on the combined responses to the 10 items in Q.1

The highest 17 states as of June 1984 in spending per pupil (average daily attendance) include: Alaska, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Maryland, Massachusetts, Minnesota, Montana, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Wisconsin, Wyoming

Table 27

Teachers Fix Locus of Responsibility in the Schools

QC17

QUESTION: **I would like you to evaluate various tasks that are performed in most schools, and to tell us which you think should be solely the responsibility of *teachers*, which should be solely the responsibility of *other people*, and which should be the *joint* responsibility of both teachers and other people.**

Base: 1846		Solely the Responsibility of Teachers	The Joint Responsibility of Both Teachers and Other People	Solely the Responsibility of Other People	Not Sure
Instructing students	%	59	41	*	*
Selecting textbooks	%	46	54	*	*
Training new and less experienced teachers	%	27	67	5	*
Developing the curriculum	%	21	78	1	*
Disciplining students	%	9	89	2	*
Counseling students on health	%	7	84	9	*
Counseling students on careers	%	3	82	14	1

*Less than 0.5%.

CHAPTER 9:

What Makes Teachers Stay

Teaching Compared to Other Occupations

When teachers compare the teaching profession versus other occupations, they are in clear agreement about the principal aspects in which teaching excels in comparison with other professions. They rank job security, vacation benefits, personal satisfaction, and the caliber of the colleagues one works with as the top aspects on which teaching is better than other occupations. (See the top portion of Table 28.) These represent enduring advantages that the teaching profession enjoys as people calculate pluses and minuses of being a teacher.

Majorities of teachers also are in agreement about the aspects in which teaching compares most unfavorably to other professions. These include salary, professional prestige, control over one's own work, and the equipment one has to work with. (See the bottom portion of Table 28.) These represent powerful liabilities as people contemplate career decisions involving teaching.

Reasons Teachers Cite for Staying

The satisfaction of teaching is the chief reason for staying in the profession, given by 74% of current teachers who have considered leaving (Table 29). In explaining what they mean, they cite examples of job satisfaction such as their relationship with students (40%), the satisfaction in seeing students' progress (23%), and their own sheer love of teaching (27%).

Forty-three percent cite as reasons for staying such tangible job benefits as job security, having summers off, and the good hours. These tangible factors are all traditional advantages that the teaching profession has in its favor as people make career decisions, but it is clear that the intrinsic satisfaction of teaching itself is the paramount consideration for those who remain in teaching.

A few teachers cite less positive reasons for staying. Twelve percent of those who have considered leaving say that lack of other job opportunities is their main reason for staying. And nine percent say that their age and their many years invested in teaching make it too late to start any new career.

The Satisfactions of Teaching as a Career

It is important to the future of the teaching profession that a large majority of all current teachers say that they do find satisfaction in teaching as a career (Table 30). Forty-four percent say they are very satisfied, and another 35% say they are somewhat satisfied with teaching as a career.

Just 21% say that they are somewhat or very dissatisfied. But that is no reason to be complacent. This level of dissatisfaction could lead to an ongoing attrition that will sap the strength of the profession and carry away some of its best elements.

Teachers' feelings of satisfaction or dissatisfaction with their careers have an overwhelming impact on considerations of staying in teaching or leaving the profession (Table 31). Those who are dissatisfied are 57 percentage points more likely to have considered leaving than are those who are very satisfied. And they are 43 percentage points more likely to think they might leave within the next five years.

Some categories of teachers tend to be more satisfied or dissatisfied than others (Tables 32, 33, and 34). Satisfaction with teaching as a career

tends to run higher in the elementary schools and lower in secondary schools. Satisfaction is higher among women teachers and lower among men teachers. It is higher among those who do not experience frequent stress and lower among those who do. Satisfaction is higher among teachers who enjoy the most adequate teaching environment; it is lower among those who face the least adequate environment. But all regions of the country have their quota of currently satisfied and currently dissatisfied teachers.

OBSERVATION: It is crucial that an overwhelming majority of all current teachers continue to find personal satisfaction in teaching as a career. This must be recognized as a powerful inducement that keeps them committed to the profession. By itself it is not a sufficient inducement, but it is an absolutely necessary one.

Table 28

Teachers Compare Teaching Versus Other Occupations

Q.15

Base: 714 current teachers who seriously considered leaving for some specific new occupation

QUESTION: **We'd like you to rate some of the aspects of teaching *compared* to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are the (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?**

		Better in Teaching	Better in Other Occupation	Same, No Difference (Volunteered)	Not Sure
Aspects in Which Teaching Is Rated Better or Equal					
Job security	%	69	19	9	3
Vacation benefits	%	68	24	5	3
Personal satisfaction	%	65	23	8	4
Caliber of the colleagues you work with	%	50	26	20	4
Intellectual challenge	%	47	38	13	2
Retirement benefits	%	44	38	8	11
Health insurance benefits	%	40	35	17	9
Aspects in Which Other Occupations Are Rated Better					
Total number of hours worked each week	%	33	47	16	3
Your control over your own work	%	31	57	9	3
Equipment you have to work with	%	17	68	11	5
Professional prestige	%	18	74	6	3
Salary	%	12	81	5	3

Table 29

What Makes Teachers Stay In Teaching

Base: 985 current teachers who seriously considered leaving

QUESTION: What were the main things that made you decide to *stay* in teaching? Anything else?

	Current Teachers Who Seriously Considered Leaving
	985
	%
Job Satisfaction (net total)	**74**
Relationship with students	40
Love to teach	27
Satisfaction in seeing students grow, progress	23
Job fulfillment	12
Feel capable as teacher	6
Relationship with colleagues	6
Like to give, help	5
It's my career/what I was trained for	4
It's a challenge	3
All other satisfaction-related	1
Job Benefits (net total)	**43**
Summers off, good vacation	19
Good hours	9
Job security	7
Improved working conditions recently	7
Retirement benefits	5
The money, the income	5
Received increase in salary recently	2
All other benefits-related	5
Lack of Other Opportunities (net total)	**12**
Lack of other options, training	10
Few job opportunities in my area	2

(continued)

	Current Teachers Who Seriously Considered Leaving
	985
	%
My Age/My Years Invested (net total)	**9**
Many years invested	7
Too old to start new career	3
Miscellaneous	
Family responsibilities	4
It is close to home	1
All other reasons mentioned	10

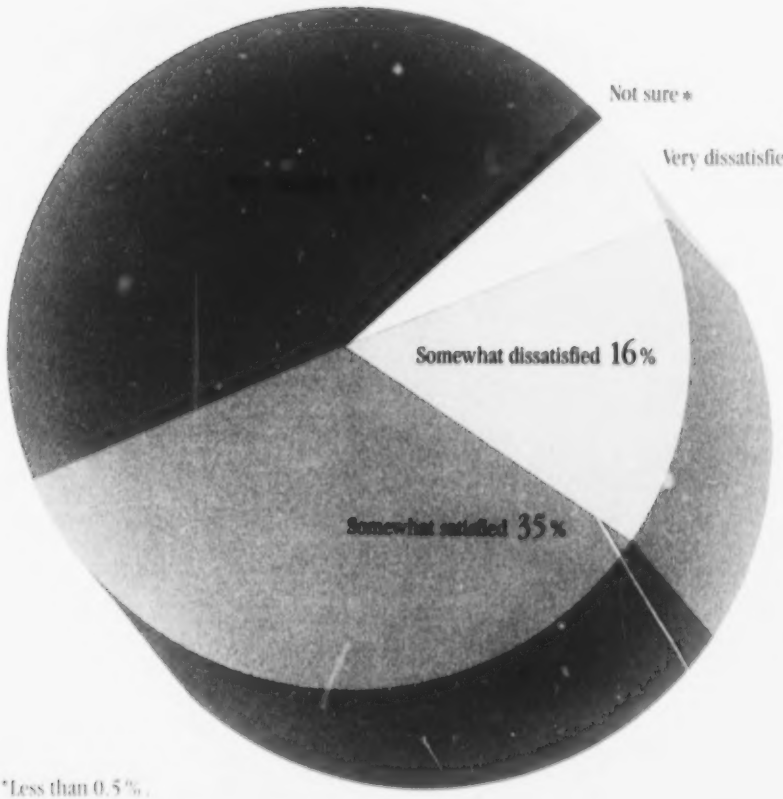
Note: Figures add to more than 100% because teachers were free to offer more than one reason in answer to the open-ended question. "Net" figures show the total giving at least one answer within a major grouping of answers.

Table 30 *Teachers' Satisfaction with Teaching as Career*

Q.C1 2a

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Total Teachers
1846



*Less than 0.5%.

Table 31
Q.C.II.16

Teachers Who Think About Leaving Teaching, by Degree of Career Satisfaction

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?

		SATISFACTION WITH TEACHING AS A CAREER		
	Total Teachers	Very Satisfied	Somewhat Satisfied	Dis-satisfied
Base	1846	785	652	433
	%	%	%	%
Ever Seriously Considered Leaving				
Yes, considered	51	29	59	86
No, not considered	49	71	40	14
Not sure	*	*	*	*
Likely to Leave Within Next 5 Years				
Very likely	12	7	10	28
Fairly likely	14	6	17	28
Not too likely	26	20	35	27
Not at all likely	47	67	38	18
Not sure	*	1	*	*

Table 32

Q.CT 2a

Teachers' Satisfaction with Teaching As Career, by Region and by Size of Place

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, or very dissatisfied?**

		REGION				SIZE OF PLACE				
	Total Teachers	East	Mid-west	South	West	Inner City	Other Urban	Suburb	Small Town	Rural
Base	1846	676	254	325	591	264	231	528	478	340
	%	%	%	%	%	%	%	%	%	%
Very satisfied	44	42	53	37	46	40	36	45	46	45
Somewhat satisfied	35	37	34	36	33	30	35	35	36	37
Somewhat dissatisfied	16	16	10	20	18	19	23	16	14	13
Very dissatisfied	5	5	3	6	3	11	6	3	4	4
Not sure	*	—	*	*	*	1	—	—	*	*

Table 33

Q.CT 2a

Teachers' Satisfaction with Teaching as Career, by Type of School, by Sex, and by Job Stress

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

		TYPE OF SCHOOL			SEX		FREQUENCY OF FEELING UNDER GREAT JOB STRESS		
	Total Teachers	Ele-mentary School	Junior High School	High School	Male	Female	Several Times a Week or More	Once or Twice a Week	Less Than Once a Week or Never
Base	1846	1124	407	453	591	1255	700	618	526
	%	%	%	%	%	%	%	%	%
Very satisfied	44	49	37	37	34	48	33	41	61
Somewhat satisfied	35	32	39	39	40	33	35	40	30
Somewhat dissatisfied	16	14	17	19	18	15	24	16	6
Very dissatisfied	5	3	7	6	8	3	9	2	3
Not sure	*	*	—	*	—	*	—	*	*

*Less than 0.5%

Table 3-4

Q CT-2a

Teachers' Satisfaction with Teaching as Career, by Adequacy of the Teaching Environment, by District Wealth, and by State Spending

QUESTION: **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

		ADEQUACY OF TEACHING ENVIRONMENT			WEALTH OF SCHOOL DISTRICT WITHIN THE STATE			STATE SPENDING PER ADA PUPIL	
	Total Teachers	Most Adequate	Mixed Level	Least Adequate	Above Average	Average	Below Average	Top 17 States	Rest of States
Base	1846 %	368 %	731 %	747 %	381 %	736 %	702 %	761 %	1085 %
Very satisfied	44	68	46	29	48	47	38	46	43
Somewhat satisfied	35	25	38	38	32	34	39	36	35
Somewhat dissatisfied	16	6	14	24	18	15	16	13	17
Very dissatisfied	5	1	3	9	3	4	7	4	5
Not sure	*	*	1	—	—	1	—	—	*

*Less than 0.5%.

CHAPTER 10:

Where Teachers Think About Going

Occupations That Attract Current Teachers

When current teachers seriously contemplate leaving the profession, they are attracted by a broad range of different occupations (Table 35). These include: executive, managerial, and administrative posts (15%); various kinds of professional specialities in the arts, the sciences, and the helping professions (37%); technical occupations such as in the fields of science and computers (11%); various sales occupations from insurance to real estate to store ownership (24%), as well as others. Table 35 presents full details, based on those teachers who have seriously considered going into some specific new occupation.

Men and women favor somewhat different categories of occupations. Female teachers who have considered leaving are more likely than men to have been attracted by professional specialties. Male teachers who have considered leaving are more likely than women to have been attracted by sales occupations.

Quite understandably, given their college training, nearly all of the occupations that attract teachers are of the white-collar variety. Only 6% mention service, agricultural, craft or laboring occupations.

55

Table 35 *The Other Occupations That Attract Teachers*

Base: 782 current teachers who seriously consider leaving for some specific new occupation

QUESTION: The most recent time you considered going into a different occupation, what occupation was that?

QUESTION: What occupation are you currently in?

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING FOR SOME SPECIFIC NEW OCCUPATION		
	Total	Men	Women
Base	782	338	444
	%	%	%
Executive, Managerial, Administrative (total)	**15**	**16**	**15**
Personnel, labor relations	3	2	5
Education-related administration	1	1	1
Manager, administrator	5	8	3
Accountant, auditor	1	*	2
All other executive, managerial	4	5	4
Professional Specialties (total)	**37**	**27**	**44**
Engineer	2	4	1
Mathematician and computer scientist	2	2	2
Natural scientist	2	3	1
Health occupation	4	3	5
Teaching at some other level	2	*	4
Counselor	6	2	8
Librarian	1	*	1
Psychologist, social scientist	2	1	3
Social worker, recreation worker, religious worker	2	*	3
Lawyer	2	1	3
Author	1	*	2
Designer	1	*	2
Painter, artist, sculptor	2	2	1
Performer, performing artist	2	1	2
Editor, reporter	2	2	2
Public relations	2	1	3
All other professions	3	4	2

Table 35 *The Other Occupations That Attract Teachers*

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING FOR SOME SPECIFIC NEW OCCUPATION		
	Total	Men	Women
Base	782	338	444
	%	%	%
Technical Occupations (total)	**11**	**12**	**10**
Science technician	1	2	1
Computer programmer	7	3	1
All other technical	2	3	1
Sales Occupations (total)	**24**	**29**	**20**
Sales supervisor or owner	4	3	5
Insurance	2	5	1
Real estate	6	5	6
Securities	1	1	1
Commodities	2	2	2
Business in general	2	2	2
All other sales occupations	6	10	2
Administrative Support and Clerical (total)	7	6	9
Ticket or reservation agent	1	1	2
Mail clerk, postal clerk	2	2	1
Secretary	1	—	2
All other support positions	3	3	3
Service Occupations	**1**	**1**	**1**
Farming, Forestry, Fishing	**2**	**4**	**1**
Precision Production, Craft, Repair	**2**	**4**	**1**
Operator, Fabricator, Laborer	**1**	**1**	**1**

*Less than 0.5%.

APPENDIX A:

SURVEY METHODOLOGY

The 1985 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company from April 25 through June 8, 1985. A total of 1,846 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout all fifty states of the U.S. and the District of Columbia.

A parallel survey of 500 former teachers, who left the profession to work in a new occupation within the past five years, was also conducted. Its results will be issued in a separate report.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers (compiled by Market Data Retrieval of Westport, Connecticut). Sample sizes for completed interviews were set for each state, based on the proportion of elementary and secondary public school classroom teachers in each state. The state sample sizes were set in line with statistics published by the U.S. National Center for Education Statistics.

Table A-1
Distribution Of The Sample

Base	TOTAL TEACHERS Unweighted 1846	TOTAL TEACHERS Weighted 1846	TYPE OF SCHOOL Elementary 1124	TYPE OF SCHOOL Jr. High School 407	TYPE OF SCHOOL High School 453
	#	%	%	%	%
Type of School					
Elementary (K–6)	1124	56	90	18	4
Secondary (7–12)	820	44	10	82	96
Size of Place					
Inner city	264	10	12	8	7
Urban	231	11	10	12	9
Suburban	528	24	23	20	27
Small town	478	32	30	34	33
Rural	340	23	24	25	24
Region					
East	676	25	23	26	26
Midwest	254	25	26	24	26
South	325	33	34	29	30
West	591	17	17	20	18
Sex					
Male	591	29	13	44	54
Female	1255	71	87	56	46
Age					
18 to 29 years	130	9	11	11	8
30 to 34 years	249	17	18	17	15
35 to 39 years	406	22	21	26	20
40 to 49 years	571	29	27	27	35
50 to 64 years	476	23	24	18	21
65 or over	14	1	1	1	*
Educational Training					
Two-year college graduate or less	2	*	*	–	–
Four-year college graduate	212	17	19	14	13
Some graduate credits	572	30	31	32	27
Master's completed	502	28	30	27	25
Credits beyond master's	538	24	20	25	34
Ph.D. completed	20	1	*	2	2

Table A-1 *(Continued)*
Distribution Of The Sample

Base	Total Teachers		Type of School		
	Unweighted 1846	Weighted 1846	Elementary 1124	Jr. High School 407	High School 453
	#	%	%	%	%
Experience in Teaching					
Less than 5 years	88	6	6	7	7
5 to 9 years	252	16	17	16	12
10 to 14 years	431	26	27	29	24
15 to 19 years	463	23	23	23	22
20 to 24 years	319	14	13	16	15
25 to 29 years	173	9	7	8	12
30 or more years	118	6	5	2	7
Income From Teaching Job					
$15,000 or less	114	9	9	11	7
$15,001 to $20,000	404	33	37	30	26
$20,001 to $30,000	890	46	43	47	52
$30,001 to $40,000	392	11	10	10	13
$40,000 or over	39	1	*	1	2
Total Household Income					
$15,000 or less	28	2	2	3	1
$15,001 to $20,000	113	8	9	9	8
$20,001 to $30,000	419	26	24	29	28
$30,001 to $40,000	486	26	26	26	25
$40,001 to $50,000	316	17	17	17	18
$50,001 or over	450	19	20	15	18
Total School-Related Work Hours Per Week					
Mean hours:	1846	51	50	51	53
AFT or NEA Membership					
Yes, member	1582	82	84	81	78
No, not a member	264	18	16	19	22
Second Job During School Year					
Held second job	394	21	14	30	30
Did not hold	1452	79	86	71	70

Interviewing Procedures

Each selected current teacher was contacted at his or her school by a representative of Louis Harris and Associates and requested to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

Questionnaire Development

First drafts of the questionnaires were pretested among a sample of 15 teachers. The lessons learned during this testing process provided important refinements to the survey questionnaire.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributors. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing of the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables showing the results for each survey question, both by the total number of respondents interviewed and by important subgroupings.

Weighting of the Data

Oversamples were conducted in New York and California sufficient to achieve sample sizes of 500 in each of those two states. Results for New York and California will be issued in separate reports. For purposes of nationwide analysis in the present report, New York teachers and California teachers have been weighted to their proper proportion of all United States teachers.

Sample Disposition and Completion Rates

The sample disposition for this survey is shown in Table A-2. A total of 4,822 contacts were made to yield 1,846 completed interviews with current teachers.

Of all the teachers who were contacted at their schools or with whom a message was left, 47% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this figure by comparing the number of teachers that we were able to reach with the complete list of current teachers at their schools. We call this the contact success rate.

Of the current teachers who were contacted by Louis Harris and Associates and who passed the screen, 89% completed an interview. We calculate this interview completion rate by dividing the number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interviews refusals, (3) the number of interviews terminated within the course of the interview, (4) the number of respondents who were left to call back at the time the survey was completed, and (5) the number who were unavailable for the duration of the field period.

With reference to Table A-2, the contact success rate and the interview completion rate have been calculated according to the following formulas:

$$\text{Contact Success Rate} = \frac{A + E + F + H + I + J + K}{A + E + F + G + H + I + J + K} = \frac{2105}{4475} = 47\%$$

$$\text{Interview Completion Rate} = \frac{A}{A + E + H + J + K} = \frac{1846}{2083} = 89\%$$

The disposition of all contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate.

Table A-2
FINAL SAMPLE DISPOSITION

A.	Completed interviews	1846
B.	Nonworking number, wrong number, no new number	61
C.	No longer at school, retired, deceased, on leave	241
D.	No answer or busy (after three callbacks)	45
E.	Refused interview	28
F.	Noneligible respondent (screened out)	22
G.	Never returned call after message left at school	2370
H.	To call back (study completed before callback was needed)	145
I.	Language barrier	0
J.	Terminated within interview	0
K.	Not available during duration of field period	64
	Total number of contacts	4,822

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 in 100 that a survey result does not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 1,000 is 30%, then in 95 cases out of 100 the response in the total population would be between 27% and 33%. Note that survey results based on subgroups of small size can be subject to large sampling error.

Table A-3
Approximate Sampling Tolerances (at 95% confidence) To Use In Evaluating Percentage Results Appearing In This Report

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different parts of a sample (subgroup analysis). Table 4-A shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is significant.

Table A-4
Approximate Sampling Tolerances (at 95% confidence) To Use In Evaluating Differences Between Two Percentage Results Appearing In This Report

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

These errors account for sampling error only. Survey research is also susceptible to other errors, such as in data handling and in interviewer recording. The procedures followed by Louis Harris and Associates, however, keep errors of these kinds to a minimum.

APPENDIX B:

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY

Questionnaire No. _____
5 6 7 8

Study No. 854002 (Current Teachers)

April 1985

Sample Point No.: _____
10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18

Interviewer: _____ Date: _____

Area Code: _____ Telephone No.: _____

Hello, I'm _____ from Louis Harris and Associates, the national opinion polling and research firm located in New York. We are conducting a national survey among teachers to learn some of their attitudes about the American educational system, and we would like to ask you a few questions.

From Observation: Respondent sex:

Male . . . . . (19) 29 -1

Female . . . . . 71 -2

100%

CURRENT TEACHERS

Interview Dates:
April 25-May 29, 1985

Sample Size:
Unweighted: 1,846
Weighted: 1,000

1. **First, I would like you to evaluate some of the support facilities that exist in many schools. As I read each one, please tell me whether you would rate the support facilities in *your* school as better than adequate, adequate, or less than adequate.**

ROTATE—START AT "X"	Better Than Adequate		Adequate		Less Than Adequate		Not Applicable (Vol.)		Not Sure	
( ) a. Laboratories for science	(20(7	-1	30	-2	48	-3	13	-4	2	-5
( ) b. Laboratories for language	(21(7	-1	35	-2	40	-3	15	-4	2	-5
( ) c. Textbooks and instructional material	(22(35	-1	55	-2	10	-3	*	-4	*	-5
( ) d. Guidance counselors	(23(15	-1	38	-2	38	-3	9	-4	1	-5
( ) e. People responsible for discipline	(24(22	-1	53	-2	25	-3	1	-4	*	-5
( ) f. People responsible for truancy	(25(14	-1	48	-2	33	-3	4	-4	1	-5
( ) g. Administrative support	(26(36	-1	45	-2	18	-3	—	-4	*	-5
( ) h. Computer hardware and software	(27(29	-1	38	-2	29	-3	2	-4	2	-5
( ) i. Library materials	(28(32	-1	49	-2	19	-3	*	-4	*	-5
( ) j. Teacher's aides and assistants	(29(18	-1	34	-2	43	-3	5	-4	*	-5

2a. **All in all, how satisfied would you say you are with teaching as a career—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	(30(44	-1	79
Somewhat satisfied	35	-2	
Somewhat dissatisfied	16	-3	21
Very dissatisfied	5	-4	
Not sure	*	-5	

2b. **Do you teach in an elementary school, a junior high school, or a high school?**

MULTIPLE RECORD

Elementary school (Grades K–6)	(31(61	-1	56
Junior high school (Grades 7–9)	23	-2	44
High school (Grades 9–12 or 10–12)	24	-3	
Not sure	—	-5	
	108%		100%

3. **Now I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach. READ EACH ITEM.**

ROTATE—START AT "X"	Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Appli-cable	Not Sure
IF TEACHER OF GRADES K-6, ASK:						
( ) a. Overcrowded classes	(32(18 -1	31 -2	29 -3	21 -4	* -5	— -6
( ) b. Inadequate programs for remedial students	(33(8 -1	29 -2	35 -3	27 -4	* -5	* -6
( ) c. Inadequate programs for the handicapped	(34(8 -1	19 -2	30 -3	33 -4	9 -5	* -6
( ) d. Inadequate programs for the gifted and talented	(35(17 -1	28 -2	27 -3	25 -4	2 -5	* -6
( ) e. Inadequate programs for bilingual education	(36(13 -1	16 -2	23 -3	26 -4	22 -5	1 -6
( ) f. Absenteeism	(37(6 -1	22 -2	41 -3	30 -4	* -5	* -6
IF TEACHER OF GRADES 7-12, ASK:						
( ) g. The number of dropouts	(38(13 -1	27 -2	34 -3	22 -4	3 -5	1 -6
( ) h. The number of teenage pregnancies	(39(19 -1	30 -2	29 -3	20 -4	2 -5	1 -6
( ) i. The amount of drinking by students	(40(27 -1	39 -2	20 -3	13 -4	1 -5	2 -6
( ) j. The number of students using drugs	(41(14 -1	44 -2	29 -3	11 -4	1 -5	1 -6
( ) k. The number of teenage suicides	(42(4 -1	13 -2	33 -3	45 -4	3 -5	1 -6
( ) l. The number of students who lack basic skills	(43(30 -1	50 -2	16 -3	4 -4	— -5	* -6

4. **I would like you to evaluate various tasks that are performed in most schools, and to tell us which you think should be solely the responsibility of *teachers*, which should be solely the responsibility of *other people*, and which should be the *joint* responsibility of both teachers and other people. How about (READ EACH ITEM)?**

ROTATE—START AT "X"	Solely the Responsibility of Teachers	Solely the Responsibility of Other People	The Joint Responsibility of Both Teachers and Other People	Not Sure
( ) a. Disciplining students	(44(9 -1	2 -2	89 -3	* -4
( ) b. Counseling students on careers	(45(3 -1	14 -2	82 -3	1 -4
( ) c. Counseling students on health	(46(7 -1	9 -2	84 -3	* -4
( ) d. Developing the curriculum	(47(21 -1	1 -2	78 -3	* -4
( ) e. Selecting textbooks	(48(46 -1	* -2	54 -3	* -4
( ) f. Instructing students	(49(59 -1	* -2	41 -3	* -4
( ) g. Training new and less experienced teachers	(50(27 -1	5 -2	67 -3	* -4

5. **I will now read some steps that might be taken to encourage good teachers to *remain* in teaching instead of leaving the profession. For each, please tell me whether you think it would help a lot, help a little, or would not help at all in *keeping* good people in teaching. READ EACH STATEMENT.**

ROTATE—START AT "X"	Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Providing a decent salary	(51(94 -1	6 -2	* -3	* -4
( ) b. Providing more independence to organize classes the way teachers think they should be	(52(59 -1	38 -2	2 -3	* -4
( ) c. Providing better tools and supplies teachers need to do their job	(53(69 -1	29 -2	2 -3	* -4
( ) d. Having students who are more strongly motivated to learn	(54(85 -1	13 -2	1 -3	1 -4
( ) e. Providing more respect for teachers in today's society	(55(90 -1	9 -2	1 -3	* -4
( ) f. Reducing the time teachers need to spend on administrative tasks	(56(68 -1	30 -2	2 -3	* -4
( ) g. Reducing the time teachers need to spend on discipline	(57(69 -1	27 -2	3 -3	* -4
( ) h. Reducing any unnecessary rules and requirements that waste teachers' time	(58(72 -1	25 -2	2 -3	* -4
( ) i. Providing a closer match between student needs and teacher capabilities	(59(55 -1	39 -2	5 -3	1 -4
( ) j. Providing a smaller class size	(60(79 -1	20 -2	1 -3	* -4
( ) k. Having more parent involvement with the schools	(61(56 -1	39 -2	5 -3	* -4
( ) l. Providing increased financial support for the school system	(62(84 -1	15 -2	1 -3	* -4

6. I will now mention some reforms that might be adopted to attract good people into teaching. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to attract good teachers.

ROTATE—START AT "X"	Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Establishing minimum national standards for certifying all new teachers	(63(35 -1	44 -2	21 -3	1 -4
( ) b. Requiring new teachers before certification to pass rigorous examinations comparable to other licensed professionals	(64(34 -1	44 -2	21 -3	1 -4
( ) c. Providing compensation to beginning teachers comparable to other professions that require similar training	(65(79 -1	19 -2	1 -3	1 -4
( ) d. Paying teachers partly according to their **performance on evaluation or tests**, sometimes called "merit pay"	(66(13 -1	36 -2	50 -3	1 -4
( ) e. Paying teachers partly according to the **specific jobs** they hold, such as apprentice teacher or master teacher	(67(34 -1	45 -2	19 -3	2 -4
( ) f. Paying teachers partly according to their **qualifications**, such as education, training, and experience	(68(65 -1	31 -2	4 -3	1 -4
( ) g. Reducing the amount of time teachers spend in non-teaching duties	(69(74 -1	23 -2	3 -3	* -4
( ) h. Providing time for teachers to discuss their needs and problems with other teachers	(70(50 -1	43 -2	7 -3	* -4
( ) i. Offering teachers a 12-month contract with pay and duties for the full year	(71(24 -1	38 -2	36 -3	1 -4
( ) j. Providing advanced study sabbaticals for teachers to enhance their professional development	(72(58 -1	39 -2	2 -3	* -4
( ) k. Allowing school districts to hire talented people who are not certified teachers	(73(12 -1	43 -2	43 -3	2 -4

7. **I will now mention some reforms that might be adopted to produce high quality teachers in the future. For each please tell me whether you think that that reform would help a lot, help a little, or would not help at all to produce high quality teachers.**

ROTATE—START AT "X"		Help a Lot		Help a Little		Would Not Help at All		Not Sure	
( ) a.	Upgrading **accreditation standards** for teacher training programs at college	(74(72	-1	25	-2	3	-3	1	-4
( ) b.	Upgrading **admission standards** for students entering teacher training programs at college	(75(65	-1	29	-2	6	-3	*	-4
( ) c.	Placing more emphasis on **subject** skills, rather than teaching skills during teacher training	(76(29	-1	45	-2	25	-3	1	-4
( ) d.	Placing more emphasis on **teaching** skills, rather than subject skills during teacher training	(77(50	-1	36	-2	12	-3	1	-4
( ) e.	Requiring all teachers to earn a bacherlor's degree in an academic subject **plus** a Masters degree in education	(78(28	-1	41	-2	30	-3	*	-4
( ) f.	Enabling local school officials to recruit new teachers more aggressively at colleges	(79(36	-1	47	-2	15	-3	1	-4
( ) g.	Making the school district responsible for training new teachers after they finish their formal education	(80(36	-1	40	-2	23	-3	1	-4
( ) h.	Requiring new teachers to serve a supervised apprenticeship or internship before being certified	(10(62	-1	30	-2	8	-3	*	-4

8. Here are some reforms that can affect the amount of compensation paid to individual teachers. For each, please tell me whether you personally have benefited from it, or not during the past two years?

ASK EVERYONE

ROTATE—START AT "X"		Personally Benefited From	Not Personally Benefited From	Not Sure
( ) a.	Salary increases for all **beginning** teachers	(11(22 -1	78 -2	* -3
( ) b.	Across-the-board salary increases for **all** teachers	(12(87 -1	13 -2	* -3
( ) c.	A program where teachers' salaries are based partly on plans such as career ladders, job differentiation, merit or performance	(13(19 -1	80 -2	* -3
( ) d.	Increased pay for teachers who teach in shortage areas such as science, math, and special education	(14(4 -1	96 -2	* -3

9a. During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?

Yes, enacted	(15(63 -1	(ASK Q.9b)
No, not enacted	34 -2	(SKIP TO Q.10)
Not sure	3 -3	(SKIP TO Q.10)

9b. Have any of these reforms actually been implemented yet in the school district in which you teach?

Yes, implemented	(16(49 -1	% of total	77	% of those saying "yes" in Q.9a
No, not implemented	14 -2		22	
Not sure	1 -3		1	

9c. On the whole, would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *students*?

Positive effect	(17(40 -1	% of those saying "yes" in Q.9a	42	% of those saying "yes" in Q.9b
Negative effect	11 -2		12	
Not much effect	46 -3		44	
Not sure	2 -4		1	
Not applicable (vol.)	1 -5		*	

9d. Would you say the educational reforms in your school district have had a positive effect, negative effect, or not much effect on *teachers*?

Positive effect	(18(	34	-1	36	% of those saying "yes" in Q.9b
Negative effect		31	-2	34	
Not much effect		32	-3	28	
Not sure		2	-4	2	
Not applicable (vol.)		1	-5	—	
				% of those saying "yes" in Q.9a	

9e. During the consideration of the reforms, were your own views sought in any way?

Yes, views were sought	(19(	37	-1	% of those saying "yes" in Q.9a
No, views were not sought		63	-2	
Not sure		*	-3	

9f. Did you, or did any teaching colleague you know, actually participate in the formulation of any reform proposals?

Yes, participated	(20(	42	-1	% of those saying "yes" in Q.9a
No, did not participate		58	-2	
Not sure		1	-3	

9g. Overall, do the reforms that were enacted reflect the views of you and your teaching colleagues, or not?

Do reflect	(21(	43	-1	% of those saying "yes" in Q.9a
Do not reflect		49	-2	
Depends (vol.)		7	-3	
Not sure		1	-4	

9h. Overall, do the reforms that were enacted reflect the views of administrators in your district, or not?

Do reflect	(22(	64	-1	% of those saying "yes" in Q.9a
Do not reflect		24	-2	
Depends (vol.)		5	-3	
Not sure		8	-4	

10. **Now I am going to read you some suggestions for improving relations between schools and other institutions. Based on your overall experience at your school, and regardless of whether or not your school already has such a program, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. READ EACH ITEM.**

ROTATE—START AT "X"	Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect at All (Vol.)	Not Sure
( ) a. Businesses organizing information campaigns to build **public** support for the schools	(23(53 -1	41 -2	4 -3	1 -4	* -5	* -6
( ) b. Businesses organizing campaigns to build **legislative** support for the schools	(24(51 -1	40 -2	8 -3	1 -4	* -5	* -6
( ) c. Businesses providing assistance for equipment, curriculum, and teacher training	(25(50 -1	43 -2	5 -3	1 -4	* -5	1 -6
( ) d. Businesses providing to teachers experience in business and industry	(26(28 -1	63 -2	7 -3	1 -4	1 -5	1 -6
( ) e. Business and school partnerships, such as "adopt-a-school" programs	(27(38 -1	51 -2	6 -3	1 -4	1 -5	3 -6
ROTATE—START AT "X"						
( ) f. Colleges opening certain courses to particularly bright high school students	(28(58 -1	38 -2	2 -3	* -4	1 -5	* -6
( ) g. Colleges offering advanced courses to teachers in their own subject specialties	(29(66 -1	32 -2	1 -3	* -4	* -5	* -6
( ) h. Colleges placing liberal arts undergraduates in internships in the public schools	(30(32 -1	52 -2	13 -3	2 -4	1 -5	1 -6
( ) i. Colleges sponsoring seminars for teachers' in-service training	(31(53 -1	43 -2	3 -3	1 -4	1 -5	* -6

11. Have you ever seriously considered *leaving* teaching to go into some other occupation?

Yes, considered	(32(	51 -1	(ASK Q 12)
No, not considered		49 -2	(SKIP TO Q 16)
Not sure		* -3	(SKIP TO Q 16)

12. What were the main things that made you consider *leaving* teaching? Anything else?

62% low salary; 41% working conditions; 31% student-related; 25% administration-related; 25% lack of respect; 22% emotional effects; 21% community and parents-related; 27% miscellaneous

13. What were the main things that made you decide to *stay* in teaching? Anything else?

74% job satisfaction; 43% job benefits; 12% lack of options, lack of opportunities; 9% too many years invested; and 15% miscellaneous

14. The most recent time you considered going into a different occupation, what occupation was that?

ASK FOR JOB TITLE AND MAIN DUTIES—DESCRIBE IN DETAIL, IF POSSIBLE.

12% executive/managerial; 29% professional specialties; 8% technical; 18% sales; 6% administrative support; 6% other (service, farm, craft, laborer); 22% no specific occupation

IF *NO SPECIFIC* OCCUPATION, SKIP TO Q 16

15. **We'd like you to rate some of the aspects of teaching *compared* to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are the (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?**

Base: Total Answering ROTATE—START AT "X"	Better in Teaching	Better in Other Occupation	Same, No Difference (Vol.)	Not Sure
( ) a. Salary	(41(12 -1	81 -2	5 -3	3 -4
( ) b. Intellectual challenge	(42(47 -1	38 -2	13 -3	2 -4
( ) c. Personal satisfaction	(43(65 -1	23 -2	8 -3	4 -4
( ) d. Equipment you have to work with	(44(17 -1	68 -2	11 -3	5 -4
( ) e. Professional prestige	(45(18 -1	74 -2	6 -3	3 -4
( ) f. Caliber of the colleagues you work with	(46(50 -1	26 -2	20 -3	4 -4
( ) g. Job security	(47(69 -1	19 -2	9 -3	3 -4
( ) h. Your control over your own work	(48(31 -1	57 -2	9 -3	3 -4
( ) i. Retirement benefits	(49(44 -1	38 -2	8 -3	11 -4
( ) j. Health insurance benefits	(50(40 -1	35 -2	17 -3	9 -4
( ) k. Vacation benefits	(51(68 -1	24 -2	5 -3	3 -4
( ) l. Total number of hours worked each week	(52(33 -1	47 -2	16 -3	3 -4

16. **Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation—very likely, fairly likely, not too likely, or not at all likely?**

Very likely	(53(12 -1	27%
Fairly likely	14 -2	
Not too likely	26 -3	73
Not at all likely	47 -4	
Not sure	* -5	

TO BE ASKED OF EVERYONE

F1a. **These last few questions are for background purposes only. In an average week, how many hours do you spend, in total, on school-related responsibilities—including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?**

___ hours (54–55)	Mean	= 51
	Median	= 50
Not sure....(56(	-1	

F1b. **Of the total hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks *not* directly related to teaching students in your classes?**

___ hours (57–58)	Mean	= 13
	Median	= 10
Not sure....(59(	-1	(Mean % = 24%)

F1c. **Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do *you* feel under *great* stress—almost every day, several days a week, once or twice a week, less often than once a week, or never?**

Almost every day	(60(16	-1
Several days a week	20	-2
Once or twice a week	34	-3
Less often than once a week	27	-4
Never	3	-5
Not sure	*	-6

F2. **For purposes of receiving state school aid, is your school district considered to be of above average wealth, average wealth, or below average wealth?**

Above average wealth ...	(61(21	-1
Average wealth	42	-2
Below average wealth	36	-3
Not sure	1	-4

F3. **Is the area where your school is located considered inner city, urban, suburban, small town, or rural?**

Inner city ...	(62(10	-1	21
Urban	11	-2	
Suburban	24	-3	
Small town	32	-4	55
Rural	23	-5	
Not sure	*	-6	

F4. **Regardless of the number of schools you've taught in, for about how many *years*, in total, have you worked as a teacher?**

___ years (63–64)

Mean = 16
Median = 15

Not sure... (56(-1

F5. **Have you ever served in a position, or have you ever been asked to serve in a position, of supervising other teachers?**

Yes, served or was asked to serve	(66(47	-1
No	53	-2
Not sure	*	-3

F6. **Have you ever received any award, citation, or special recognition for your teaching?**

Yes, received	(67(37	-1
No, did not	63	-2
Not sure	*	-3

F7. **Are you a member of a teachers' union or association such as the AFT or NEA?**

Yes, member	(68(82	-1
No, not a member	18	-2
Not sure	—	-3

F8. **What was the *last* grade or level of school that you yourself completed?**

READ LIST IF NECESSARY

Less than high school graduate	69) (—	-1	(SKIP TO Q.F.10)
High school graduate	—	-2	
Some college	—	-3	
Two-year college graduate	*	-4	
Four-year college graduate	17	-5	(SKIP TO Q.F.9)
Some graduate credits	30	-6	
Master's completed	28	-7	
Credits beyond master's	24	-8	
Ph.D. completed	1	-9	

F9. **Was your undergraduate college degree in education, or not?**

Yes, education	(70(72	-1
No, not education	28	-2
Not sure	*	-3

82

F10a. Did you go into teaching directly after your own education, or did you do something else for a while?

Went directly into teaching	(71(	78	-1
Did something else		22	-2
Not sure		*	-3

F10b. When you took your first teaching job, did you have any interesting job options in *other* occupations at that time, or not?

Had other job options	(72(	26	-1
Did not have		73	-2
Not sure		*	-3

IF "SOME GRADUATE CREDITS" *OR* MORE ADVANCED EDUCATION IN Q.F8 ASK:

F11. Was your graduate training mainly in education, or not?

Yes, mainly in education	(73(	81	-1	% of those with some graduate education
No, not mainly in education		18	-2	
Not sure		1	-3	

ASK EVERYONE

F12. How old are you? READ LIST

18 to 20 years	(74(	—	-1
21 to 24 years		1	-2
25 to 29 years		8	-3
30 to 34 years		17	-4
35 to 39 years		22	-5
40 to 49 years		29	-6
50 to 64 years		23	-7
65 or over		1	-8

F13. In addition to your teaching activities, have you worked at any other kind of job for pay at any time during the past 12 months?

Yes, have worked at other job	(75(	28	-1	(ASK Q.F14)
No, haven't worked at other job		72	-2	(SKIP TO Q.F15)
Not sure		—	-3	

F14. Was this other job during the summer only, during the school year only, or was it during both of these time periods?

Summer only	(76(	25	-1	% of those with job in Q.F13
School year only		6	-2	
During both periods		69	-3	
Not sure		*	-4	

F15. **Which of the following income categories best describes the 1984 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

$15,000 or less	(77(9	-1
$15,001 to $20,000	33	-2
$20,001 to $25,000	28	-3
$25,001 to $30,000	18	-4
$30,001 to $35,000	9	-5
$35,001 to $40,000	3	-6
$40,001 or over	1	-7
Not sure	1	-8

F16. **Which of the following income categories best describes your total 1984 *household* income from *all* sources, before taxes? Was it (READ LIST)?**

$15,000 or less	(78(2	-1
$15,001 to $20,000	8	-2
$20,001 to $30,000	26	-3
$30,001 to $40,000	26	-4
$40,001 to $50,000	17	-5
$50,001 or over	19	-6
Not sure	2	-7

78-80Z

REGION

East	25
Midwest	25
South	33
West	17

(*All* 50 states and District of Columbia are represented in proper proportion. Oversamples of New York and California are weighted down to the proper size for a national cross-section.)

F17. **In addition to interviewing current teachers, we are also interested in interviewing *former* teachers who have left teaching during the past 5 years and are currently working at some *other* occupation. Do you know anyone like that whose name and phone number you could give us? If you wish, we will not mention your name.**

RECORD ON SPECIAL CARDS PROVIDED

This completes the interview. Thank you very much for your cooperation!